

## Lesson 3 - Philanthropists: Who Gives in the Community?



### Learning Target

Identify the role of a philanthropist in a community.



40 Minutes

### Introduction and teacher prep



- This lesson introduces students to community philanthropists.
- It is recommended to invite a local philanthropist who received interview questions at least three weeks prior to their presentation date in the class. Refer to Lesson 3 Materials in this Workbook for materials needed, including materials to send to guest speaker and what they should have ready on arrival.**

*[Teacher Tip] – The philanthropist can be **anyone** who donates their time, talent, or treasure.*



- Teacher should request a short biography from philanthropist prior to visit, and make three copies per student.
- In case guest speakers are not an option: video interviews with community philanthropists are available to view online, so internet access will need to be established prior to the lesson.



- Materials used in this lesson: Corresponding onscreen presentation, interview questions L3W1 (3 per student), biographies (if using provided videos) L3R1, I am a Philanthropist worksheet, exit ticket L3W2.



- Standards from [Common Core](#), [National Council for Social Studies \(NCSS\)](#) and [National Standards for Economics](#).

- Document your class's interaction with local philanthropists by posting pictures, videos, stories, and "a-ha" moments to Facebook, Instagram, YouTube, and Twitter @ottercares #projectheart

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### Lesson 3: Philanthropists – Who Gives in the Community? – OVERVIEW

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**The Warm-Up Activity:** Students will be reviewing philanthropists' biographies and interview questions in preparation for the lesson. This activity should take about 5 minutes.

**Today's Activity:** Students listen to guest speaker or watch videos to find out why philanthropy became a part of the philanthropists' lives, their backgrounds, and other topics related to interview questions that students will review before the presentation. This activity should take about 20 minutes.

**Optional Additional Activity:** Students can take a "philanthropist inventory" to learn about some of the characteristics a philanthropist embodies, and if they too have those same qualities.

**The Exit Strategy:** Student discuss how these philanthropists gave their time, talent and/or treasure for the greater good of the community. Students will think individually about how they can give their time, talent or treasure to the causes that were presented today. This activity should take about 10 minutes.



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*Lesson 3: Philanthropists – Who Gives in the Community?*

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**Warm-Up: Philanthropists** *(review biographies and interview questions – 5 minutes)*

PPT Slide 1



**Teacher might say:** *“Today we’re going to learn a little more about philanthropists. We’ll find out what they do, how they give their 3 T’s, and how they got involved in their causes.”*



- *(tap PPT to move to Slide 2)* Understanding Guest Philanthropists OR Understanding Philanthropists



PPT Slide 2

- Divide students into small groups of three.
- In small groups, review the biographies of guest speaker(s) OR review the biographies provided [L3R1] for philanthropists in video.
- Hand out [L3W1] to each student for each guest speaker OR video and review interview questions. Do this before they begin, so that students have a guideline to the questions they should listen for answers to.
- **If guest speaker(s)**, ask students to write additional questions they may have on the back of [L3W1].
- Review the rules for videos or for guest speaker visit, using *PPT slide 3*.
- *(tap PPT to move to Slide 3)* Rules for the Visit OR Rules for the Videos



PPT slide 3

*Guest Speaker Option*

*Video Option*



**Activity #1: Hearing Philanthropists Speak** [*guest speaker(s) or video(s) – 20 minutes*]

- Play the videos on *PPT slide 3* by clicking on the play buttons OR introduce the speaker(s) and allow them a total of 20 minutes to speak.



- *(tap PPT to move to Slide 4)* \_\_\_\_\_ is a local Philanthropist OR \_\_\_\_\_ are Philanthropists



- Use *PPT slide 4* while making sure all students have the chance to ask the guest speaker(s) their question, OR to review whether the philanthropist(s) in the video(s) answered all of the questions.

PPT slide 4

*Guest Speaker Option*

*Video Option*



- Review questions [L3W1] as a whole group, discussing the philanthropists' answers.
- Repeat with 2 additional guest speakers or utilize videos before moving to PPT Slide 5.



**[Optional Alternate Extension Activity – w/o technology]** If guest speaker and video capabilities are unavailable, students can divide into three groups, with each group reading a different biography from the worksheet, then the whole class can discuss the biographies and summarize how these philanthropists used their 3 T's to give in the community.



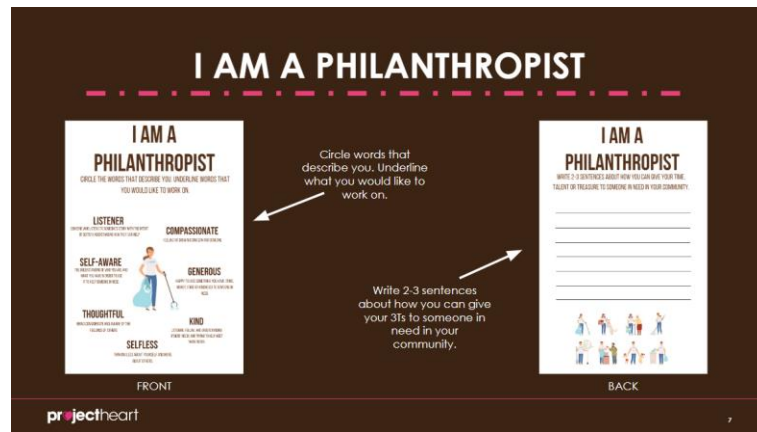
- (tap PPT to move to Slide 5) Reflecting on the 3 T's

PPT slide 5



### Optional Activity #2: Philanthropist Characteristic Inventory

- Tell the students that they will take some time to learn about different characteristics of a philanthropist. Some of these (or maybe all of them) they might notice describes the speaker (or video) they heard from.
- On the “I am a Philanthropist” worksheet, seven characteristics are displayed with descriptions beneath. Read through each characteristic as a class and have students determine if they think they too embody these same characteristics. If they do, have them circle the word. If the trait/description is something they feel like they would like to work on, have them underline it.
- On the back, have students write a couple of sentences telling about how they can give their 3 Ts (time, talent or treasure) to someone in need in their community.



### Exit Strategy: Reflecting on the 3 T's (10 minutes)

- Call on 3-4 students to summarize how the guest speaker(s) OR philanthropist(s) in the videos and biographies used their 3 T's to give in the community.
- After class discussion have students write answers on [L3W2].
- Ask students to write [L3W2] what their favorite finding was from today's guest speakers or videos.



**[Optional Alternate Extension Activity and/or Homework]** - Students can use their interview sheet to interview someone in their life or in their community about how they give back.



## Objectives and Standards

### **Philanthropy Objectives**

- Create a list of ways to apply today's learning about philanthropy to family, school and community.
- Interview local philanthropists and identify the purpose of their efforts, as well as their 3 T's.

### **Entrepreneurship Objectives**

- Evaluate the capability of a variety of local businesses to participate in philanthropy in the community.
- Utilize philanthropists' examples to begin a plan for how to connect purpose with community needs.

### **Anchor Standards**

- CCSS.ELA-LITERACY.CCRA.R.1  
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCSS.ELA-LITERACY.CCRA.W.9  
Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Common Core Standards**

- CCSS.ELA-LITERACY.RI.4.7  
Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- CCSS.ELA-LITERACY.SL.4.2  
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-LITERACY.SL.5.2  
Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-LITERACY.SL.4.3  
Identify the reasons and evidence a speaker provides to support particular points.
- CCSS.ELA-LITERACY.SL.5.3  
Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

### **Economics Standards**

- Content Standard 10: Institutions  
Identify a not-for-profit organization and explain its functions and its source of revenues.

### **Social Studies Standards**

- III. People, Places, & Environments  
k. Consider existing uses and propose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond.
- I. Culture  
a. Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns

